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U. S. DEPARTMENT OF EDUCATION

ANNUAL REPORT

FISCAL YEAR 1987

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U.S. DEPARTMENT OF EDUCATION

ANNUAL REPORT

FISCAL YEAR 1987

William J. Bennett

Secretary

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

The President
The White House
Washington, D.C. 20500

Dear Mr. President:

I am pleased to present to you the Annual Report on the activities of the Department of Education for fiscal year 1987, in accordance with the Department of Education Organization Act (P.L. 96-88).

Respectfully,

William J. Bennett

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REPORT OF THE SECRETARY

This *Annual Report* highlights my own fiscal year 1987 priorities and some of the Education Department's chief initiatives during the past year.

Early in the year I announced that efforts to improve the education of disadvantaged children would continue to be a departmental priority. As the cornerstone of these efforts, we prepared a booklet that summarizes research and describes the practices of many schools that are successfully educating disadvantaged children. President Reagan hosted a White House ceremony in May to release the new handbook, *Schools That Work: Educating Disadvantaged Children.*

Written for parents, educators, and civic leaders, the 80-page booklet is the third volume in the Department's "What Works" series of practical education guidebooks. *Schools That Work* affirms that good schools are the best avenue for moving Americans out of poverty, that good schools truly save lives. It disproves the notion that poverty and bad schools are inevitably linked by describing what is working for disadvantaged children in various schools across the Nation. The book is intended, as President Reagan notes in its preface, "to give the American people the information they need to meet some of the most pressing problems facing our schools."

One problem that continues to undermine education in all types of communities is the widespread availability of drugs and their use by children. During the past fiscal year, the Department energetically expanded its drug prevention and education efforts as it acted to implement the Drug-Free Schools and Communities Act of 1986. We introduced 15 new programs to provide information, technical assistance, and funding for drug prevention programs throughout the Nation.

In January 1987, the Department hosted a conference that briefed State and local officials on application procedures for $161 million in new drug education funds that were quickly made available to the States and to local educational agencies. In addition, we directed more than $38 million to a series of grants and other programs designed to fight drug abuse. For example, five regional drug education centers were funded to provide expert assistance to schools and communities; information on model drug education programs and curricula were developed for elementary, secondary, and postsecondary students; and an audiovisual grants program funded drug education films for classroom use.

All drug programs sponsored by the Department are based on tenets outlined in our earlier "What Works" booklet, *Schools Without Drugs.* In FY 1987, within its first year of publication, the Department distributed over 1.6 million copies of *Schools Without Drugs.* It has now been translated into Chinese, Spanish, Italian, and Portuguese. During the year we also began a nationwide anti-drug program called "Schools Without Drugs: The Challenge." The Challenge program, which is co-sponsored by 14 national education and civic organizations, builds upon the principles of *Schools Without Drugs* to help schools and communities mobilize their efforts to fight drug abuse. The program produces a bimonthly newsletter about drug education efforts that is distributed to schools and superintendents. In FY 1987, 500,000 copies were distributed.

In conjunction with the Challenge program, the Department unveiled in September a comprehensive public service media campaign encouraging Americans to "Slam the Door on Drugs in Our Schools." The television networks and hundreds of local television stations have

donated time for four anti-drug advertisements filmed for the Department. At the close of the fiscal year, other components of the "Slam the Door on Drugs" nationwide campaign had been scheduled using radio, newspapers, magazines, billboards, and transit cards.

Other important publications completed or released in FY 1987 include *Japanese Education Today* and *AIDS and the Education of Our Children: A Guide for Parents and Teachers*. The former was released in December 1986, fruit of an agreement by President Reagan and Prime Minister Nakasone that provided for a cooperative undertaking by Japan and the United States to study education in each other's country.

The latter publication was produced in response to numerous requests by parents and educators for guidance on how to protect our children from acquired immune deficiency syndrome (AIDS). The Department's 28-page booklet is divided into three parts: Part One presents a review of the known facts about the disease; Part Two contains guidance on how to protect our children from AIDS; and Part Three provides sources of further information about AIDS. The Department completed preparation of the booklet in FY 1987, and it was released in the first days of FY 1988.

To help celebrate the bicentennial of the Constitution, former Chief Justice Warren Burger joined me in December 1986 to announce a Department-sponsored national essay contest for elementary students. More than a million students participated by writing essays on the theme, "What the Constitution Means To Me and to Our Country." One hundred and fifty winning essays were selected in May from more than 1,350 nominated by State departments of education and other educational organizations.

Legislative proposals advanced by the Department in FY 1987 focused on reauthorizing Chapters 1 and 2 of the Education Consolidation and Improvement Act and on bilingual education. The proposals complement reforms initiated by the Nation's governors and make improvements in areas such as school accountability, parental involvement, choosing schools, rewarding success, and targeting of funds. Our bilingual proposals called for removing the four percent cap on alternative programs for students with limited English skills. This proposal was made to enable school districts to choose the educational methods they judge best suited to help their non-English speaking students learn English.

Three programs administered within the Secretary's office are the Secretary's Discretionary Fund, the Office of Private Education, and the Office of Private Sector Initiatives. Expenditures from the Discretionary Fund totaled $1.5 million. The funds were used to support seven unsolicited grant applications. The projects addressed issues in school reform, improved educational opportunities for the disadvantaged, and helped disseminate information about proven education methods. Funds were also allocated for the publication of *Schools That Work*, the Secondary School Recognition Program, and the Presidential Scholars program.

Activities conducted by the Office of Private Education included addressing problems related to the participation of private schoolchildren in Chapter 1 programs following the Supreme Court's 1985 decision in *Aguilar* v. *Felton*. *Felton* limited the methods that State and local agencies could use to provide Chapter 1 services to students in religiously affiliated private schools. The office worked with Department staff on issues such as implementation of the Drug-Free Schools and Communities Act, reauthorization of the Education Consolidation and Improvement Act, and private school research. It also sponsored a conference with public and private school leaders on the impact of the reform movement on private education.

The Office of Private Sector Initiatives—listed as a resource in publications such as the National PTA Journal and the National Alliance of Business—continued its efforts to encourage and promote education partnerships with business and the education community. In FY 1987, the staff developed a "Directory of National Findings" that lists known partnerships throughout the Nation. The directory is the first of its kind and is to be used as a guide for establishing and expanding partnerships. The Private Sector Initiatives Office also produced a "how to" pamphlet on education partnerships, participated in the White House Symposium on Education Partnerships, and continued its

partnership with Amidon School in the Adopt-a-School Program.

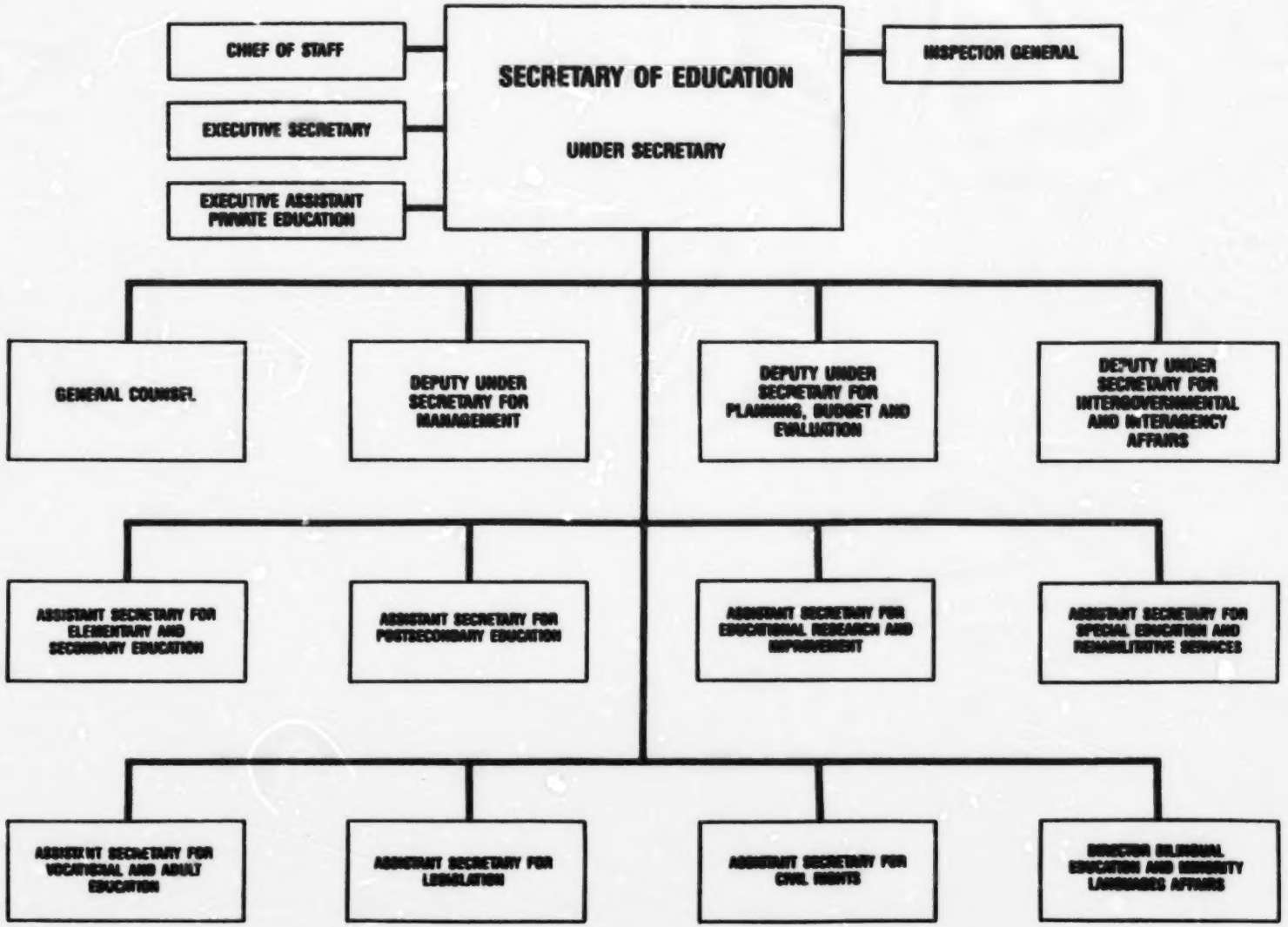
At my direction, the Under Secretary guides the work of the offices of Planning, Budget and Evaluation; Management; Intergovernmental and Interagency Affairs; and the Office of Small and Disadvantaged Business Utilization. During the year, the Under Secretary also shouldered managerial coordination tasks and special policy development responsibilities. Early in 1987 the Department's Under Secretary, Gary Bauer, accepted an appointment as head of the White House Office of Policy Development. Linus Wright, former superintendent of the Dallas public schools, was confirmed by the Senate as Under Secretary shortly after the start of the 1988 fiscal year.

Throughout the period covered by this report, I visited and taught classes in elementary and secondary schools across the country, visiting 47 schools in FY 1987. Many of these were selected from among the 271 schools honored for excellence in the Department's 1986-1987 Secondary School Recognition Program. In February, the Department issued its fourth annual "Wall Chart" on State education statistics, providing information on aspects of elementary and secondary education such as high school graduation rates, teacher salaries, pupil-teacher ratios, education spending, and student scores on college entrance examinations.

We also continued to address numerous matters relating to higher education quality and cost. In May, ten colleges and universities were selected to issue the first income-contingent loans under a pilot program that offers student loans at market rates with a flexible repayment schedule tied to the borrower's income. In September, the Department completed a detailed review of regulations governing the Secretary's recognition of accrediting agencies and published proposed accreditation regulations. Under these rules, federally recognized accrediting agencies would be obliged to require that institutions participating in Federal programs measure, assess, and document student achievement.

In elementary, secondary and postsecondary education today the American people rightfully should expect substantial education reforms. Although we have learned much about what needs to be done, and successful reform efforts have been undertaken under Federal, State and local direction, much more must be done to improve American education.

U.S. DEPARTMENT OF EDUCATION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THE GENERAL COUNSEL

The Office of the General Counsel (OGC) provides legal services to the Department and its officials. Its activities include: giving written and oral interpretations of laws authorizing and affecting all Department programs; representing the Department in administrative and judicial litigation; drafting and clearing legislation and regulations for Department programs; and participating in policy initiatives.

In FY 1987, OGC implemented numerous improvements in the regulations process, drafted bills in the Department's legislative program, played a significant role in helping the Department to collect on defaulted student loans, and continued to provide legal assistance for Department programs.

Higher Education. OGC participated extensively in drafting regulations needed to implement the Higher Education Amendments of 1986; it participated in a special task force to develop regulations for the Income-Contingent Loan Program; and it drafted new regulations setting forth proposed criteria for recognizing accrediting agencies. OGC aided Administration privatization initiatives by providing legal services for the Department's sale and prepayment program, which involved $579 million in market value of college housing and academic facilities loans. OGC also participated in numerous postsecondary administrative proceedings, including audit appeals under student financial assistance programs and proceedings to limit, suspend, or terminate the eligibility of educational institutions for student financial aid programs.

Accomplishments in the area of higher education included obtaining a $21 million favorable judgment in *LTV Education Systems* v. *Bennett.* Two District Court decisions affirmed the Department's authority to collect payment on defaulted student loans through the income tax refund offset process. In addition, a U.S. Court of Appeals upheld the Department's interpretation of the "three-institutional-certification" procedure, which is one of the alternatives to accreditation permitted under the Higher Education Act.

Elementary, Secondary, Adult and Vocational Education. OGC continued to provide advice on the legal issues arising out of the Supreme Court's 1985 decision in *Aguilar* v. *Felton,* including investigations of administrative complaints of inequitable services to private school students under Chapter 1. The office also remains involved in related litigation such as *Pulido* v. *Bennett* and *Walker* v. *San Francisco Unified School District.* In addition to providing advice to Department officials on existing programs, OGC provided advice on the newly enacted Drug-Free Schools and Communities Act. OGC also contributed to the promulgation of nonregulatory guidance in Chapter 1, Chapter 2, and other Department programs.

Fiscal Accountability and Departmental Administration. As in prior years, OGC devoted substantial effort to the Department's audit and audit resolution process. In addition to providing legal services to the Office of the Inspector General and to various program offices involved in audits and audit resolutions, OGC represented Department officials in litigation before the Education Appeal Board and several Federal courts. These activities led to the recovery of millions of dollars in audit claims. OGC also represented the Department in proceedings to recover overpayments made to educational agencies under the Impact Aid Program and obtained two favorable court of appeals decisions involving impact aid.

In addition, OGC counseled Department officials on matters involving debt collection, Federal surplus property, standards of conduct, advisory committees, copyright law, contract disputes, tort claims, and the Freedom of Information Act and the Privacy Act. OGC represented the Department in court and before the Equal Employment Opportunity Commission, the Merit Systems Protection Board, the General Accounting Office, and the General Services Board of Contract Appeals in administrative actions on employment and contract matters.

Civil Rights, Special Education, and Rehabilitative Services. OGC continued working with the Department of Justice and the Office for Civil Rights in the longstanding case of *United States* v. *Chicago* and participated in negotiations leading to an $83 million settlement of the case. OGC also advised the Office for Civil Rights in the resolution of legal issues affecting the enforcement of civil rights statutes under its jurisdiction and worked with that office in reviewing the higher education desegregation plans of 10 States. Attorneys also worked closely with the Office of Special Education and Rehabilitative Services to resolve legal issues arising out of the Department's administration of programs for the handicapped and in developing regulations to implement the Education of the Handicapped Act Amendments of 1986 and the Rehabilitation Act Amendments of 1986.

Regulations. Continuing to lead the Department's Regulatory Review Task Force, OGC implemented numerous improvements in the regulations process, including: a regulations quality control manual; a technical drafting service to assist program offices; a consolidated and expedited review process; and a combined application package designed for use in certain programs to expedite the grant award process and to eliminate costly mailing of application kits. OGC also established and monitored a master schedule for regulations review and worked with senior officials to ensure the timely publication of key regulations. Following OGC's work in drafting or reviewing regulatory documents and coordinating the regulatory review process, the Department transmitted 373 documents to the *Federal Register* for publication.

Legislation. Working with program staff, the Office of Legislation, and the Office of Planning, Budget and Evaluation, OGC drafted all bills in the Department's legislative program for FY 1987, including legislative initiatives to support the President's 1988 budget request. In addition, OGC assisted in preparing responses to about 250 congressional and administrative requests for review of proposed and pending legislation.

PLANNING, BUDGET AND EVALUATION

The Office of Planning, Budget and Evaluation (OPBE) develops, presents, and manages the Department's budget. It coordinates the Department's planning for evaluation studies and it conducts evaluations and long-term planning for Department programs. OPBE prepares policy information and analyses for the White House, Congress, and the Secretary and it informs the public and the media of the Department's education programs and policies. OPBE also administers the Freedom of Information Act and the Privacy Act for the Department. Its activities are carried out through the Budget Service, the Planning and Evaluation Service, and the Public Affairs Service.

OPBE's activities during FY 1987 focused on supporting the goals of the Secretary and the Administration through its budget and legislative processes, conducting analytic studies and evaluations, and keeping the general public informed of Department programs and initiatives.

Managing the Department's Budget. The Budget Service simultaneously manages, at different stages, budgets for three fiscal years. During FY 1987, the Budget Service: developed the Department's proposed FY 1989 budget in close consultation with the Secretary and other senior officials; presented the FY 1988 budget to Congress; and maintained a system of controls for the obligations of a $19.6 billion FY 1987 budget resulting from five continuing resolutions, two appropriation bills, and one supplemental appropriation bill.

Other activities conducted in conjunction with the President's seventh education budget included preparing a detailed budget briefing document; organizing and participating in the Secretary's press conference on the budget; informing education community representatives about the budget; providing information on the budget and proposed legislation to the appropriate congressional committees; preparing testimony and serving as witnesses with the Secretary and other senior officials at congressional hearings; reviewing and responding to questions raised in congressional hearing records and from committee members; and coordinating the development of special reports to Congress requested by the appropriations committees.

In FY 1987, the Budget Service participated in developing, presenting, and defending legislative proposals for virtually all of the elementary and secondary education programs, including the Education Consolidation and Improvement Act (Chapter 1 and Chapter 2 programs), impact aid, Indian education, adult education, bilingual education, and magnet schools assistance. The Budget Service similarly assisted with the Drug-Free Schools and Communities Act, with a new initiative to create a Teacher Training and Improvement Program, and with a proposal to improve and expand the National Assessment of Educational Progress. The Budget Service developed income-contingent loan amendments, to offer loans at market rates with a flexible repayment schedule tied to the borrower's income. It also developed and presented a package of cost-saving and technical amendments to the Higher Education Act. The Budget Service also presented and defended the Department's budget proposals before a national conference of Chapter 2 State coordinators.

During FY 1987, to ensure that program policy and implementation were consistent with Department budget and legislative policy, the Budget Service reviewed more than 670 regulatory documents.

Other Budget Service activities included assisting with the transition of the Federated

States of Micronesia, the Marshall Islands, and Palau to independent status for purposes of receiving Federal education funds; developing operating controls to allow the Department to absorb the additional costs of a three percent pay raise, the new Federal Employees Retirement System, and new or revised program authorizations, developing a data base on enrollment, wealth, and educational expenditures by school district; and working with the Department of Defense on a congressionally mandated joint study of school facilities on military bases.

Program Planning and Analysis. The Planning and Evaluation Service of OPBE provides quick response on policy-related questions for the Secretary and senior staff and prepares issue briefs and short reports on research findings. It plans and coordinates program evaluations conducted by the Department, which includes reviewing study designs and drafting final reports, and it prepares the Department's annual evaluation plan and the Secretary's *Annual Evaluation Report* to Congress.

During FY 1987, the Planning and Evaluation Service conducted significant research in support of the Secretary's policy initiatives. The staff helped prepare publications including *Schools That Work: Educating Disadvantaged Children; AIDS and the Education of Our Children: A Guide for Parents and Teachers;* Volume III of the *Effective Compensatory Education Sourcebook;* the FY 1986 *Annual Evaluation Report;* and the fifth annual *State Education Statistics Chart* (the "Wall Chart"). Planning and Evaluation also assisted in evaluating proposals for AIDS education projects submitted to the Centers for Disease Control.

To enhance communication with the governors and to provide them with information about Federal priorities in education, OPBE assisted in the development of a series of "White Papers" on issues and activities in education. Papers on college costs, alternative certification, and on accountability in education (elementary through postsecondary levels) were produced in FY 1987.

OPBE completed several other studies and evaluations during the past year. These include a nine-State study of the implementation of the Carl D. Perkins Vocational Education Act; the evaluation of State use of set-aside funds under Chapter 2 of the Education Consolidation and Improvement Act of 1981; the evaluation of State needs assessments in mathematics and computer learning under Title II of the Education for Economic Security Act; the Alcohol and Drug Abuse Education Program study; a summary study of State Chapter 1 participation and achievement information for 1984–85; six State case studies of Chapter 1 migrant education programs; and a survey of drug policies in institutions of higher education.

Coordinating evaluation activities within the Department was a major accomplishment of OPBE during FY 1987. Coordinated procurement plans for evaluation studies and analyses were established for FY 1988, and OPBE expanded its exchange process with departmental offices for quality control reviews of work statements for evaluation studies.

Public Information. Through its publications, audiovisual, and news service operations, the Public Affairs Service keeps the public informed of Department programs, policies, initiatives, and special events.

During FY 1987, the Public Affairs staff provided editorial, printing and distribution services for numerous Department publications, including *Schools That Work, AIDS and the Education of Our Children,* and the *FY 1986 Annual Report* to the President and Congress.

Public Affairs provided policy clearance for speeches and articles written by Department employees. Other activities included: responding to inquiries from the public and the press; arranging interviews and press coverage of public appearances by the Secretary and other Department officials; monitoring media coverage of education issues; and administering the Department's responsibilities under the Freedom of Information Act and the Privacy Act.

A Drug Education and Special Projects Unit was created to produce anti-drug audiovisual materials for distribution to schools and local education authorities. The unit is administering a $4.5 million grant program for the production of audiovisual materials, and it has produced and managed a public service advertising campaign titled "Slam the Door on Drugs."

MANAGEMENT

The Office of Management (OM) is responsible for financial management and administrative support functions essential to the smooth operation of the Department. Administrative support activities include personnel administration, labor-management relations, property administration, records management, organizational analysis, and automated data processing. The Office is also responsible for the Department's accounting, fund control, financial reporting, internal controls, audit follow-up, and grants and contracts administration. OM administers the Department's equal employment opportunity program and investigates complaints alleging noncompliance with the Family Educational Rights and Privacy Act and the Protection of Pupil Rights Amendment.

In FY 1987, OM continued to improve the internal operations of the Department through improved management of student financial aid programs, reorganization of the grants and contracts process, and the consolidation of various telecommunications activities.

Improving Operations and Efficiency. In implementing revised OMB Circular A-123 (Internal Control Systems), OM developed a comprehensive five-year management control plan. The plan enables the Department to manage and coordinate more efficiently A-123 activities with other evaluation-related efforts, such as audits of the General Accounting Office and the Inspector General and management evaluations mandated by other OMB circulars. The new management control plan will ultimately result in the reduction of paperwork and the elimination of redundant review activities.

In addition, an automated external audit tracking system was developed to implement OMB Circular A-50 (Audit Followup) and OMB Circular A-128 (Audits of State and Local Governments). This system allows for immediate access to data on individual audits, thereby providing an early warning system to identify any compliance problems. It further provides for more timely and accurate collection of data. As a result, the Department reduced its backlog of overdue audits from 84 in February 1987 to 11 as of 30 September 1987, an 87 percent reduction.

Collections and Payments. During FY 1987, OM continued vigorous efforts to collect debts owed the Department. Through improved credit management strategies, the Department recovered $1.1 billion. This amount represents collections approximately five times greater than in FY 1986. This increase over FY 1986 was due chiefly to revenues from the Internal Revenue Service income tax refund offset program and from the Department's loan asset sales program. During FY 1987, the IRS program recovered $140 million owed to the Department.

The loan asset sales program consisted of both loan discounts and loan sales. During the first phase of the program, 1,200 colleges and universities were given the opportunity to prepay Federal loans made earlier for construction of college housing and academic facilities (1,182 loans were prepaid by 433 borrowers). This resulted in $499 million being returned ahead of schedule to the U.S. Treasury. The second phase, sale to the private sector of those loans not repaid during the prepayment period, recovered more than $80 million in cash and securities in FY 1987. Loan sales will continue in FY 1988 up to the congressionally directed level of $314 million.

The Department also began a second Federal salary offset initiative by completing a computer match of defaulted student loan records against current Federal employment records. Notification

of employees who have defaulted on student loans will continue through FY 1988.

Augmenting efforts already underway in credit management, the Department explored other collection techniques such as preauthorized debits to checking accounts, the use of credit cards for account payments, assignment of guaranteed student loans to the private sector for collection, and charging administrative costs associated with debt collection activities undertaken by the Federal government. Also, as part of the Department's stepped-up efforts at debt collection, all position vacancy announcements contain language notifying applicants that pre-employment investigations will include a check for defaulted student loans.

OM began to replace the current central accounting system with a new system that will provide better security, give more control, add greater flexibility, and be more cost effective. As a result of OM's concentrated effort to improve the Department's financial data bases, OM identified 210 inactive recipient accounts with an estimated value of $10 million and referred more than $22 million in overdrawn recipient accounts to a debt collection contractor.

Grants and Contracts. During FY 1987, OM completed most of the work on a new grants and contracts management system. The system is on-line and provides a centralized data base for grant and contract information. OM also reorganized the Grants Division to simplify the grants process. As a result of this reorganization, the Department was able to process more efficiently an increased volume of FY 1987 grants. By the end of the third quarter, the Department had awarded 61 percent of its discretionary dollars compared to only 45 percent for the same period in FY 1986. This accomplishment reversed a downward trend started in FY 1985.

Other FY 1987 activities that led to improved management of the Department's grant and contract functions included establishing an automated closeout process for expired grants and the elimination of certain reporting requirements (more than 14,000 expired grants were shipped to the Federal Records Center as part of a massive closeout effort). OM improved the efficiency of grant closeouts in its financial system by using automated processes to close completed grants (more than 20,000 grant awards were closed using the new automated system). It reduced the paperwork burden of more than 5,300 grant recipients by linking a system of telephone payment requests to an electronic payment process (more than 40,000 paper payment requests were avoided). A computerized administrative tracking system was developed to enable the Grants and Contracts Service to have detailed and automated control of all correspondence received.

In accordance with Section 426(b) of the Department of Education Organization Act, the Department reported that in FY 1987 the Grants and Contracts Service awarded 7,500 discretionary grants, totaling $1,050,000. In addition, 6,433 procurement award actions totaling $183,801,369 were completed. This included 5,833 small purchase actions totaling $5,670,369 and 600 Department contract actions totaling $178,131,000. Interagency agreements totaled $12.1 million. An estimated 3,341 non-Federal personnel performed services under departmental contracts.

Information Technology. The Information Technology Service initiated a program to review office automation and to identify technology needs within the Department. Initial reviews for three offices were completed in FY 1987, and the remaining offices will be completed in FY 1988.

In addition, telecommunications activities which had previously been handled by two offices were consolidated in the Information Technology Service. This reorganization resulted in a more consistent application of technology, integration of voice and data communications, and improved state-of-the-art applications. The maintenance and repair of several different types of equipment were also consolidated under one vendor. This centralization of support efforts provided more efficient management control of resources and improved the cost effectiveness of repair and maintenance services.

Other Activities. During FY 1987, OM incorporated the functions of the Family Education Rights and Privacy Office and the Management Regulations Review Staff into one

office, the Student and Family Education Rights and Privacy Office.

The Student and Family Education Rights and Privacy staff coordinated the Department's effort to improve the grantmaking process and to achieve a major Administration deregulation initiative by issuing a two-part revision to the Education Department General Administrative Regulations. The staff worked with representatives from 22 Federal agencies to publish government-wide regulations to implement OMB Circular A-102 (Uniform Administrative Requirements for Grants to State and Local Governments).

In an effort to streamline field programs and to make the Federal Real Property Assistance Program more efficient and cost effective, OM consolidated nine regional offices of the program into four. OM also initiated the first major revision of the Federal Real Property Assistance regulations since 1977, thereby placing more accountability on the recipients of surplus Federal property.

In February 1987, through an interagency agreement with the Department of the Interior, payroll operations were transferred from the Department of Education to the Interior Department. This transfer resulted in across-the-board savings in full-time equivalent positions, salaries, overhead, and space.

INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

The Office of Intergovernmental and Interagency Affairs (OIIA) maintains effective relationships with intergovernmental, interagency, international, regional, public advocacy groups and other constituencies that are affected by Department policies and programs. It administers departmental advisory boards, commissions, councils, and boards. Its operation includes ten regional Department offices across the Nation.

OIIA maintained and developed contacts with numerous State, local, and international organizations in FY 1987 with the goal of keeping the Department informed about education issues and disseminating information about Department policies and goals.

Intergovernmental Affairs. The Intergovernmental Outreach Staff represents the Department in its dealings with State and local governments, their educational agencies, other education associations and groups, and constituencies of parents, business leaders, and civic groups. In FY 1987, OIIA staff monitored major meetings of State and local education officials and arranged for senior-level representatives to speak at many such meetings.

Public Participation. The Office of Public Participation and Special Concerns oversees and directs activities and programs relating to Asian/Pacific American, black, Hispanic, and women's concerns. The Office maintains liaison with minority population groups and responds to general inquiries concerning education. In FY 1987, Office staff worked with other Department offices and the Department of the Interior in preparing agreements for the transfer of Federal education funding to the Federated States of Micronesia, the Marshall Islands and Palau. Staff also assisted in planning special events for the Holocaust, Hispanic heritage activities, Women's Week, and the Martin Luther King birthday celebration.

International Affairs. The International Affairs Office coordinates the Department's participation in international activities by working with the Department of State and other Federal agencies, international organizations, bilateral commissions, and foreign embassies. In FY 1987, the Department assisted the Organization of American States in its drug abuse prevention program. With the Organization for Economic Cooperation and Development, the Department introduced major initiatives to improve the quality of education, to promote the collection of data related to educational outcomes, and to encourage policy discussions on parental involvement in education. Throughout the year, the Department conducted activities and exchanged information with more than 70 countries.

Interagency Programs and Coordination Activities. The Federal Interagency Committee on Education (FICE) ensures coordination of the Department's activities with other Federal departments and agencies. During FY 1987, FICE continued the work of its subcommittees on environmental education and early childhood and reactivated its subcommittee on rural education. A new subcommittee on occupational literacy was established to follow up on the FICE study of Federal adult literacy programs and to expand the concept of literacy-related problems to include literacy in the workplace. A workgroup on substance abuse also met to exchange information about educational activities that focus on drug abuse prevention among Federal agencies.

FICE activities included presenting information on school health programs to prevent the spread of AIDS; exploring material sources to describe and access Federal library resources; updating the *Consumers' Resource Handbook;* coordinating development of a directive on interagency agreements and memoranda of understanding; and supporting the President's Take Pride in America campaign. FICE has also coordinated Department or OIIA response to several OMB circulars and executive orders.

Administrative Litigation and Education Appeals. The Civil Rights Reviewing Authority is the Department's appellate forum for administrative litigation involving the enforcement of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. On April 17, 1987, the Authority issued its first ruling of noncompliance with Title VI of the Civil Rights Act of 1964, applying the requirements of *Grove City* v. *Bell.* The final decision found Dillon County School District #1, located in South Carolina, in noncompliance with Title VI for employing without educational justification student assignment methods which resulted in racially identifiable classes.

The Education Appeal Board provides a due process review of adverse actions taken by the Department against recipients of ED funds. In FY 1987, the Board received 42 appeals concerning over $55 million. Concurrently, the Board closed 43 appeals with amounts in issue totaling more than $52 million.

Advisory Councils and Committees. The Committee Management Staff oversees the establishment, operation, and legal compliance of 17 departmental committees. During FY 1987, three advisory committees were abolished and others not yet established were either repealed or abolished. Additional information on the activities of advisory committees required under Section 443 of the General Education Provisions Act will be reported after March 31, the submission date of the committees' annual reports to the Secretary. A list of committees active during FY 1987 is contained in Appendix A.

Regional Activities. The Secretary's Regional Representatives articulate the policies of the Secretary before the general public, elected and local officials, colleges and universities, education organizations, and key education leaders. During FY 1987, the regional representatives made Secretarial initiatives and programs an integral part of all regional activities in promoting excellence in education. Appendix B lists the Secretary's Regional Representatives.

Other Activities. During FY 1987, OIIA's Outreach Information Staff developed a program that tracks education developments by issue, location, and date. These summary items form the basis for reports on education issues and monthly reports on recent education developments in the States. Other OIIA activities included managing the Department-sponsored Elementary Education Project on the Bicentennial of the Constitution; assisting with the coordination of the 1985-86 Elementary School Recognition Program and the 1986-87 Secondary School Recognition Program; and administering the Presidential Academic Fitness Awards Program.

OIIA helped organize the Department's Drug-Free Schools Conference and the Department's drug prevention program, "Schools Without Drugs: The Challenge." The Challenge program was launched in February, and at the close of FY 1987 more than 750 schools and 150 school districts had become Challenge members. OIIA manages the recruitment of schools into the Challenge program and disseminates information about it. At the close of FY 1987, OIIA had responded to more than 1,530 requests for information about the program. OIIA joined with eight governors who spearheaded the report of the National Governors' Association, *Time for Results,* in a major initiative to help local school districts implement specific recommendations from the report. The report made recommendations involving parental involvement, school leadership, dropout prevention, and creating partnerships with colleges and universities. OIIA created and provided leadership for a department-wide team to assist in this initiative.

ELEMENTARY AND SECONDARY EDUCATION

The Office of Elementary and Secondary Education (OESE) administers programs to assist State and local educational agencies improve the achievement of elementary and secondary students. Its largest single program is the Chapter 1 education program for educationally disadvantaged children. OESE activities also include: providing financial assistance to local educational agencies adversely affected by Federal installations and activities; implementing or improving drug abuse education and prevention programs; helping elementary and secondary school teachers improve their teaching; improving education in mathematics and science; assisting State and local educational agencies in school desegregation; improving education for migrant and Indian children; and providing magnet school grants.

For FY 1987, OESE pursued various efforts to improve the quality of education of economically and educationally disadvantaged elementary and secondary students. These activities ranged from providing direct financial support for improved services to encouraging parental involvement and recognizing outstanding teachers. The OESE budget of approximately $5.8 billion supported 17 distinct programs.

Compensatory Education Services. Compensatory education programs authorized under Chapter 1 provide assistance to States and localities to help meet the special educational needs of educationally disadvantaged children. In FY 1987, OESE distributed more than $3.4 billion for use by local school districts. These funds enabled approximately 14,000 school districts to provide compensatory education services to about 5 million children. OESE also awarded approximately $33 million to State educational agencies responsible for providing education for neglected or delinquent children in State-operated or State-supported schools.

OESE reviewed the administration of Chapter 1 grants to local education agencies in 30 States and carried out separate reviews of State-operated programs for neglected or delinquent children in two States. For the first time, OESE met with specialists from State education agencies, State divisions of corrections, State departments of youth services, and the Corrective Education Association to discuss issues related to Chapter 1 programs in State-operated institutions for neglected or delinquent children. The conference was the first step toward the production of nonregulatory guidance for Chapter 1 programs in State institutions for neglected or delinquent children.

In FY 1987, the Department again recognized and disseminated information about successful programs serving disadvantaged children. Out of 208 nominations received for the 1986–87 school year from State educational agencies, 108 programs were selected for national recognition.

Migrant Education. In FY 1987, OESE awarded $257 million to 49 States, the District of Columbia, Puerto Rico, and the Northern Marianas for the Chapter 1 Migrant Education Program. The program provided education and related services to approximately 383,000 full-time equivalent migratory children. In addition, $5.6 million supported the Migrant Student Record Transfer System. Another $1.5 million funded other migrant coordination activities that addressed secondary education, dropout prevention and dissemination issues, and established migrant education development centers for the central and western migration regions. A center for the eastern region will be established in 1988.

State Block Grants. The State Block Grant Program authorized under Chapter 2 provides funds to States and local educational agencies to operate programs that improve elementary and secondary education for students in public and private schools. In FY 1987, OESE distributed an appropriation of $500 million for use by the States and localities. These funds were used to develop plans for identifying and sharing successful programs; to administer a systematic plan for documenting and evaluating specific program outcomes; and to increase the monitoring of public and private school use of Chapter 2 funds.

OESE conducted on-site reviews of 28 State Chapter 2 programs as well as conducted a national Chapter 2 meeting in which all States and territory grantees attended.

Magnet Schools. Funded for the first time in 1985, the Magnet Schools Assistance Program provides grants to eligible local educational agencies to establish and operate magnet schools that are part of a desegregation plan approved by a court or by the Department of Education's Office for Civil Rights. During FY 1987, 38 local educational agencies in 19 States received first-year awards under a grant competition. These awards ranged from $291,407 to $4 million and can be continued for a second year. The grants were used for planning and promotional activities; teacher salaries; and the purchase of books, materials, and equipment (including computers) for magnet schools.

Teacher Training and Improvement. The Christa McAuliffe Fellowship Program made awards to 115 outstanding teachers in 47 States, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, American Samoa, the Northern Mariana Islands and the Republic of Palau. Individual fellowship awards were for a maximum of $25,313—the average national public school teacher salary in 1986—and were used for projects such as sabbaticals for study or research, development of special innovative programs, and model teacher programs.

The Science and Mathematics Education Program awarded 105 State grants for elementary, secondary, and postsecondary education. States used these funds for various activities, including: in-service teacher training (certification and recertification) programs; programs for teachers in geographically isolated areas; curriculum development; computer-based programs; honors programs for gifted and talented students; and projects to improve instruction in science, mathematics, foreign languages, and computer learning.

Impact Aid. In FY 1987, 1,964,000 children who lived on Federal property and/or resided with parents who worked on Federal property generated payments to school districts under Section 3 of the Impact Aid Program. Of these, 565,000 were children with a parent in the military and 100,000 were children living on Indian lands. Of the total number of children, 44,500 were handicapped military dependents or Indian children.

To improve its program management during FY 1987, the Impact Aid Program prepared manuals detailing standard procedures for impact aid components of maintenance and operations, school construction and disaster assistance, and payments and property certification. OESE also improved existing management information by training staff in the use of basic personal computers to track approximately 1,600 field-generated reports and calculate entitlements and payments under Sections 2 and 3(d)(2)(B) of Public Law 81–874. OESE implemented final regulations to eliminate duplicate compensation from impact aid and from other Federal and State programs.

Other Activities. To implement provisions of the Drug-Free Schools and Communities Act of 1986, OESE created a drug-free schools task force to expedite the distribution of funds to States to assist in establishing drug abuse prevention and education programs. By the end of the fiscal year, 55 States and territories had been fully funded.

Two drug prevention programs, the Hawaiian Natives Program and the Regional Centers Program, were also implemented. The Regional Centers Program established five regional centers to provide training and assistance to State and local educational agencies and institutions of higher education to combat drug and alcohol abuse. In addition, a memorandum of agreement

was written under which funds to educate Indian children about drug abuse prevention and education have been transferred to the Department of the Interior. These funds benefit children who attend schools operated or supported by the Bureau of Indian Affairs.

In FY 1987, 158 Indian education fellowships were awarded; of these, 7 were awarded to graduate students specializing in alcohol and substance abuse counseling or majoring in clinical psychology. OESE also implemented a policy that allows Indian education fellows to apply for continuation grants, thereby allowing a fellow in good standing to be funded through the completion of a degree program.

The Department also issued regulations that improved and provided more cost-effective services under Title IV of the Civil Rights Act of 1964, which covers the award of funds to State educational agencies and desegregation assistance centers. State educational agencies now submit one application proposing activities to provide assistance for all desegregation activities in the State. In addition, desegregation assistance centers have been funded in 10 geographic regions nationwide.

POSTSECONDARY EDUCATION

The Office of Postsecondary Education (OPE) administers funding for numerous postsecondary education programs: Federal student financial assistance, institutional development, student services, housing and facilities, veterans' affairs, cooperative education, international education, and graduate education. In addition, OPE houses the White House Initiative on Historically Black Colleges and Universities.

A major effort of OPE during FY 1987 was to reduce the financial burden on the Federal government through improved debt collection techniques. OPE continued the successful Internal Revenue Service (IRS) tax refund offset program and established a new pilot program, the Income-Contingent Loan Program. The largest postsecondary education program during FY 1987 was student financial aid, funded at $8.7 billion.

Collections on Defaulted Student Loans. Efforts to collect defaulted student loans continued through the IRS offset program. This involved working with IRS to identify and advise defaulters who file tax returns for which a refund is expected that the refund will be applied to their loan debt. This two-year pilot program has been very successful, returning nearly $270 million to the U.S. Treasury. An extension of the program is currently being sought. Other Department collection efforts amounted to more than $152 million.

OPE also advised student loan defaulters that beginning October 1, 1987, they will be billed not only the unpaid balance on their loans but also the costs associated with collection. OPE participated in a second Federal salary offset initiative that was based on a computer match of defaulted loan records against current Federal employment records. Notification of employees who have defaulted on student loans will continue through FY 1988.

College Facilities Loan Discount Program. In phase one of the Department's loan asset sales program, OPE was one of several Department divisions that worked to implement a one-time loan discounting offer for colleges and universities. This program allowed institutions to prepay certain housing and academic facilities loans at a net present value discount. Out of 1,200 eligible institutions, 438 prepaid 1,182 loans, providing $499 million in revenue to the U.S. Treasury.

Accreditation. In January 1986, the Secretary testified before a Senate subcommittee regarding the accreditation of postsecondary institutions and the quality of postsecondary education. He stated his intention to ask that a review be made of the current criteria for recognizing national accrediting agencies. As a result, in FY 1987, OPE prepared and published new proposed regulations that would call for the Nation's colleges, universities, and postsecondary trade schools to document student achievement as a condition for accreditation by a federally recognized accrediting agency.

Income-Contingent Loan Program. The Income-Contingent Loan Program was inaugurated by OPE as a pilot program in September 1987. The program offers loans at market rates with a flexible repayment schedule tied to the borrower's income. Ten colleges and universities were selected to share the $5 million in Federal funds available for academic year 1987–88.

Pell Electronic Pilot. To reduce the paperwork burden on institutions and students, OPE increased the use of the electronic data transmission in its programs. The Pell Grant Electronic Pilot Project, which allows students to

correct or verify information on their student aid reports at the institution without resubmitting it to the central processor, was made available to any institution seeking to participate in the electronic transmission of the student aid report.

In FY 1987, the electronic processing of Pell Grant student applicant data was done by approximately 1,500 schools. In the Guaranteed Student Loan and PLUS loan programs, changes in the regulations were developed to facilitate the use of electronic data transmission.

White House Initiative on Historically Black Colleges and Universities. The White House Initiative office coordinates a government-wide effort to maintain and increase support of the Nation's historically black colleges and universities. Through its *Annual Federal Plan for Assistance to Historically Black Colleges and Universities* and its *Annual Federal Performance Report on Executive Agency Actions to Assist Historically Black Colleges and Universities,* the White House Initiative monitors 27 Federal agencies to ensure compliance with Executive Order 12320, which directs agencies to eliminate barriers to participation by such institutions in Federal programs.

In FY 1987, the 27 agencies reported an aggregate funding level of $646.3 million for historically black colleges and universities. Grants were awarded for research and development. A major activity during FY 1987 was sponsoring a conference to find ways to strengthen science and technology curricula at these institutions through partnerships with industry and government.

Fund for the Improvement of Postsecondary Education. During FY 1987, the Fund for the Improvement of Postsecondary Education continued to provide grants to institutions of higher education and public and private agencies to improve the quality of postsecondary education. Seventy-eight new grants were made to support projects in areas such as curriculum reform, drug education, teacher preparation and recruitment, and assessment of institutional performance and student achievement. The Fund also conducted a new grant competition which encourages student participation in community service projects in exchange for educational services or financial assistance. Thirty-six grants were awarded for a total of $1.5 million.

EDUCATIONAL RESEARCH AND IMPROVEMENT

The Office of Educational Research and Improvement (OERI) is responsible for the oldest Federal role in education: gathering and reporting information on the status and condition of American education in an accurate, impartial, prompt, and intelligible manner. OERI supports and conducts research on education, collects and analyzes education statistics, and administers grant and contract programs to improve libraries and library education. Information collected by OERI is disseminated to parents, students, teachers, school officials, policymakers, researchers, and others interested in education.

OERI keeps the American people informed about the condition of education in the United States by issuing numerous reports and publications and by improving its ability to disseminate information to diverse audiences. OERI's FY 1987 appropriation of $196 million included $132.5 million for Library Programs and $63.6 million for support of education statistics, research, improvement, and dissemination activities.

Statistics. In FY 1987, the Center for Education Statistics continued its efforts to repair the education data base and became the first Federal statistical agency to issue formal technical standards to guide its work. In addition, the Integrated Postsecondary Education Data System—which collects data on postsecondary institutions, enrollments, finance, staff, salaries, and degrees conferred—was fully implemented. Other data collections included the first national data on student financial aid and the initiation of a survey on college faculty characteristics.

The Center for Education Statistics made significant progress toward the development of a comprehensive elementary and secondary data system by completing the field test for the Schools and Staffing Survey, which will provide data on school, teacher, and student characteristics as well as data on teacher supply and demand. Also completed was a field test for the National Longitudinal Study of 1988. The study will provide new information on when and why students drop out of school.

Responding to the March 1987 report of the Study Group on National Assessment, OERI funded a consortium on national assessment to develop consensus on objectives for a 1990 State representative assessment of one grade in one subject.

Research Activities. The Office of Research supports scholarly and academic efforts that address important questions related to the improvement of educational practice. In FY 1987, it continued to support the work of 12 national research and development centers. Awards were also made to establish the Center for the Study of Teachers and Teaching and the Reading Research and Education Center and to establish mini-centers in literature, math, art, and elementary school studies. Nine grants were awarded for short-term research projects under OERI's Field Initiated Studies Program.

Other activities included the completion and delivery to Congress of the final report of the congressionally mandated study of Chapter 1 programs and the preparation of *Japanese Education Today*, a report on the results of a two-year study of the Japanese educational system.

Improving Educational Practice. Programs for the Improvement of Practice ensures that education data, exemplary practices and programs, and research findings are easily accessible to teachers, school administrators, policymakers, and others seeking to improve American education. OERI exercised administrative responsibilities leading to major changes in the National Diffusion Network and

merger of the public and private school recognition programs into one, the Secondary School Recognition Program.

Nine Regional Educational Laboratories working with State and local educators on school improvement strategies were supported as well as the recently implemented Leadership in Educational Administration and Development Program, which established technical assistance and training centers in each of the 50 States and the District of Columbia to improve school administrators' leadership skills.

As part of the Department's anti-drug abuse initiatives, Programs for the Improvement of Practice launched the Drug-Free School Recognition Program, which is expected to recognize up to 40 schools for their efforts to remain drug and alcohol free. OERI began reviewing drug prevention curricula and will publish a guidebook for those planning to adopt such curricula. In addition, it started a network of drug-free colleges to encourage higher education institutions to support, establish, or expand campus anti-drug programs and policies.

Library Programs. Library Programs helps improve library services throughout the Nation. In FY 1987, Library Programs administered nine grant programs totaling approximately $132.5 million. Support was provided for research on libraries, training of librarians, literacy projects, resource sharing among libraries, and extensions of library services to areas with inadequate service.

FY 1987 was also the first year that Library Programs formally recognized exemplary library programs. The staff established a Library Recognition Program and 62 programs were recognized.

Dissemination. Information Services disseminates information on education statistics, research, and practice. In FY 1987, it issued more than 140 OERI publications and responded to more than 31,000 inquiries requesting education-related information or publications.

As a result of a major study to redesign the Educational Resource Information Center (ERIC), Information Services conducted a nationwide competition and made awards for 16 ERIC clearinghouses. The redesigned system will contain new service components, to be competed in FY 1988, that will increase the availability of ERIC services and products to more diverse audiences. Information Services established an on-line data base containing more than 1,200 names and resumes of education experts willing to advise and assist OERI in its work. Finally, OERI reopened the Education Research Library in new quarters and continued to enhance its efforts to provide information services to a wider clientele.

SPECIAL EDUCATION AND REHABILITATIVE SERVICES

The Office of Special Education and Rehabilitative Services (OSERS) administers programs to assist States in the education of handicapped children and the rehabilitation of disabled youth and adults. OSERS also provides support for special institutions serving handicapped individuals and it conducts research, demonstration, and training activities to improve the education and rehabilitation of handicapped individuals.

In FY 1987, OSERS focused on developing education and rehabilitative services for handicapped persons in order to help them realize such goals as employment and independent living and on improving education and early intervention services for handicapped children. Activities were supported with the appropriation of $3.48 billion for 40 programs administered by the three OSERS units: the Office of Special Education Programs, the Rehabilitation Services Administration, and the National Institute on Disability and Rehabilitation Research.

Special Education. The Office of Special Education Programs administers programs and projects which provide special education and related services to handicapped children. Assistance is provided primarily through State educational agencies to help State and local school districts serve children with handicaps adequately and effectively. Special Education Programs also funds research, training, and other activities to improve the quality of early intervention, preschool and special education programs.

During FY 1987, the Office of Special Education Programs developed cooperative models with State and local educational agencies to facilitate effective planning and program development to prepare handicapped youth for competitive or supported employment, for postsecondary education programs, and for integration into the community environment as adults. Efforts to assist individuals with severe disabilities to obtain and maintain employment were continued and improved.

OSERS continued to focus its efforts on the adaptation and design of programs to educate children and youth with learning disabilities. Evaluation studies are currently under way to assess the impact and effectiveness of special education and related services provided to learning disabled students. Technical assistance is also being provided to local educational agencies to enhance their capacity to provide instructional options and screening procedures prior to evaluation and placement of children with learning problems in special education programs.

In addition, OSERS conducted on-site monitoring in 11 States to ensure compliance with the Education of the Handicapped Act. OSERS also implemented the Handicapped Infants and Toddlers Program, which was authorized in the 1986 amendments to the Education of the Handicapped Act. Program funds are used by the States to plan, develop, and implement statewide systems of early intervention services for handicapped children up to two years of age and their parents.

Rehabilitative Services. The Rehabilitation Services Administration oversees programs which assist States in providing services to physically or mentally disabled persons to help them obtain employment. Services include counseling, medical and psychological services, job training, and other individualized services. The Rehabilitation Services Administration also administers direct discretionary grant programs which fund

demonstration programs, independent living centers, training, and research. For FY 1987, the Rehabilitation Services Administration received an appropriation of $1.4 billion.

During FY 1987, the Department supported the transition of handicapped youth from school to work through its basic vocational rehabilitation program and by other training and service projects. Three new statewide transitional projects were funded to develop, expand, and disseminate model planning services for severely handicapped youth. The Department supported various demonstration projects for individuals with disabling conditions such as mental retardation, traumatic brain injury, chronic mental illness, specific learning disabilities, and deaf-blindness. Two of these projects were jointly funded with the Administration on Developmental Disabilities of the U.S. Department of Health and Human Services.

OSERS' supported employment initiative is designed to provide employment opportunities and related services to individuals whose physical or mental disabilities are so severe that they do not qualify for traditional vocational rehabilitation services. In FY 1987, the Rehabilitation Services Administration supported 27 statewide supported employment demonstration projects. It also funded a national demonstration supported employment project focusing on community-based models of successful supported employment practices that can be duplicated. The Department issued final regulations and implemented a new $25 million formula grant program for State-supported employment services.

Additional activities include: initiating on-site monitoring of the 27 statewide supported employment projects; conducting 68 on-site reviews of the basic State grant programs to ensure compliance with the Rehabilitation Act of 1973, as amended; conducting 10 on-site reviews of the Randolph-Sheppard vending facility program for the blind on Federal and other property to ensure State licensing agency management of the program; and funding evaluation studies of rehabilitation services needed by individuals with specific learning disabilities. The Department also funded six service projects to demonstrate the most successful methods and techniques to provide vocational rehabilitation for individuals who sustain traumatic brain injuries.

Research. The National Institute on Disability and Rehabilitation Research provides leadership and support for a comprehensive and coordinated program of research regarding the rehabilitation of handicapped persons. In FY 1987, it had an appropriation of almost $50 million.

In FY 1987, the Institute worked closely with the Rehabilitation Services Administration to ensure that research activities addressed emerging areas of supported employment. The Institute awarded five new research and demonstration projects to investigate supported employment for traumatically brain injured individuals and for chronically mentally ill individuals. A state-of-the-art conference was held on supported employment for the chronically mentally ill.

OSERS supported a variety of early intervention activities to address the needs of handicapped infants. Research projects are focusing on the development of language in young children with special needs and on the effects that a disabled child may have on his or her family. The research and training center at Portland State University in Oregon sponsored a series of regional conferences to develop collaborative strategies for improving community-based services for handicapped infants.

In 1986, OSERS initiated a major effort to meet the needs of children, youth, and adults with traumatic brain injury. In FY 1987, it funded five projects to develop a comprehensive system of care for brain injury, a project to produce public education materials for prevention purposes, and several research projects to advance knowledge of this area. OSERS also sponsored a conference on traumatic brain injury that focused on the current knowledge and the gaps and needs for research in areas such as neural recovery, acute care, and rehabilitation and integration into the community of individuals with traumatic brain injury.

Other Activities. OSERS established two rehabilitation engineering centers designed to demonstrate and disseminate innovative models

for the delivery of cost-effective rehabilitation engineering services to assist in meeting the needs of, and addressing the barriers confronted by, individuals with handicaps.

Three studies required by the 1986 amendments to the Rehabilitation Act were also completed: one provides policy recommendations for a proposed agency designed to ensure the cost-effective production and marketing of technological devices to assist individuals with handicaps; a second establishes guidelines for the National Institute on Disability and Rehabilitation Research and the General Services Administration for electronic equipment accessibility to ensure that handicapped individuals may use electronic office equipment; and the third focuses on the prevalence of disability among American Indians and the special problems of this population related to vocational rehabilitation.

VOCATIONAL AND ADULT EDUCATION

The Office of Vocational and Adult Education (OVAE) administers programs to assist the States in meeting the education needs of the workforce and to provide adults with basic and career skills. It also helps the States to ensure equal access to vocational education for the disadvantaged, the handicapped, men and women entering nontraditional occupations, adults in need of training and retraining, single parents, and incarcerated adults. Adult education grants to States are used to assist educationally disadvantaged adults in pursuing a high school diploma or its equivalent and in developing basic skills, including literacy.

During FY 1987, the Department's vocational and adult education programs focused on the attainment of basic academic and literacy skills necessary to prepare individuals for success in the workplace. OVAE administered 14 such programs with an appropriation of $994.8 million.

Vocational Education. During FY 1987, the Division of Vocational Education awarded 52 State grants for vocational education, 52 grants for State Councils on Vocational Education, and 5 consolidated grants to the territories. The Division also provided on-site technical assistance to 25 States, conducted audit resolution and follow-up activities, and implemented a computerized audit data base for vocational and adult education.

In addition, data-based literature analyses were completed and papers were prepared on quality teaching in postsecondary institutions, better career guidance for more students, meeting the occupational needs of adults, identifying the skill requirements of new technologies, and isolating a role for secondary schools in job preparation. The papers will be disseminated to those in the field of vocational education.

Innovation and Development. The Division of Innovation and Development, through a variety of grant programs, continued to conduct research and to provide support services designed to improve access of disadvantaged persons to vocational education. Its activities included: coordinating and disseminating curricula and instructional materials in vocational education; improving training opportunities for Indians; providing vocational instruction to Hawaiian Natives; providing bilingual vocational training to persons with limited English proficiency; and stimulating private sector involvement in vocational education.

The Division initiated planning for a new discretionary grant program to fund demonstration centers for retraining dislocated workers. One cooperative agreement will be awarded in FY 1988 to establish a center to demonstrate the application of general theories of vocational education to specific problems of retraining displaced workers.

Adult Education. The State-administered Adult Education Program is a cooperative effort between the States and the Federal government to help adults acquire basic literacy skills and to obtain certification of high school equivalency. During FY 1987, States received $105,981,000 in funds under the Adult Education Act. States are required to use at least 10 percent of their adult education grants for experimental, demonstration, and teacher training projects. In FY 1987, more than 440 such projects were funded at a cost of about $12 million.

The 1984 amendments to the Adult Education Act authorized the Secretary to collect from the States demographic and statistical information on program participants, expenditures, and goals. Data received for program year 1986 indicated that 3.1 million persons were served, an increase

of 7 percent over the 2.9 million persons participating in 1985. As in past years, women constituted more than half (53 percent) of the adult basic and secondary education participants. English as a second language participants constituted 41 percent of the total number of students. In FY 1987, the Act was amended to make funds available for literacy and basic skills training for homeless adults.

In addition, the Division of Adult Education provided assistance to States through on-site technical assistance visits and four regional workshops for adult education State directors. The workshops focused on program effectiveness measures, national literacy initiatives, and State administrative issues related to implementing the Adult Education Program.

Adult Literacy. During FY 1987, the Adult Literacy Initiative continued to work with other Federal departments and agencies that administer programs related to job training, basic skills development, and economic development. One product of these efforts was an interagency agreement with the Departments of Defense and Labor to adapt the Army's Job Skills Educational Program to a civilian environment.

A major activity of OVAE in the area of adult literacy has been the research and development of a planned publication about effective adult literacy programs. The booklet will describe exemplary adult education and literacy programs. OVAE also worked with the Department of Labor to produce *The Bottom Line: Basic Skills in the Workplace,* a booklet designed to help business and industry apply basic skills training practices to workforce literacy problems.

In addition, OVAE provided information and technical assistance to the National Governors' Association and the Council of State Policy and Planning Agencies for the development of their adult literacy publications. Assistance also was provided to the States in building effective policies in the area of adult literacy.

LEGISLATION

The Office of Legislation (OL) coordinates and directs Department business with the Congress. It responds to congressional inquiries about Department programs and policies and it provides timely notice to Members of Congress about the award of grants and contracts. OL works closely with the Secretary and departmental offices to develop and present the Department's budget and legislative program and it coordinates presentation of all congressional testimony by Department officials.

In FY 1987, OL focused its efforts on obtaining the reauthorization of major elementary and secondary education programs. The Congress focused on the reauthorization of the Education Consolidation and Improvement Act (Chapters 1 and 2). The House of Representatives passed its version (H.R. 5), which extends until 1993 current laws authorizing all Federal elementary and secondary education programs except vocational education and special education. The bill contains improvements in the areas of parental involvement, accountability, targeting of Chapter 1 funds, and flexibility for the bilingual education program—priority areas where OL spent considerable time working with Congress to ensure their inclusion.

Near the end of FY 1987, the Senate Subcommittee on Education, Arts and Humanities was preparing to mark up its version of the reauthorization. OL provided information to the Senate on the Administration's top priorities. These priorities included removal of the current four percent cap on alternative instructional program funding for bilingual education; encouraging parental choice in selecting schools for their children to attend; and promoting innovation and school improvement.

In addition to transmitting legislative proposals on the Education Consolidation and Improvement Act, the Department transmitted proposals concerning bilingual education, the education component of the trade bill, the Christa McAuliffe Teacher Training and Improvement Act, magnet schools, adult education, the voluntary school prayer constitutional amendment, the Income-Contingent Loan Program, National Assessment of Educational Progress Amendments, the Howard University Endowment, and Indian education.

The Department also transmitted technical amendments to the Higher Education Act, the Education of the Handicapped Act, the Vocational Rehabilitation Act, the Civil Rights Act, and the Drug-Free Schools and Communities Act. Variations of the Department's technical amendments to the Drug-Free Schools and Communities Act, aimed at improving the effectiveness of the program through formula improvements and greater accountability, are included in H.R. 5 and the Senate trade bill.

In addition to legislative activities, OL answers inquiries from congressional offices, including inquiries from the district offices of Members, and it announces to Congress the awarding of formula grants and procurement competitions for Department funds. In FY 1987, OL forwarded about 8,100 grant and contract award notices to Congress concerning distribution of approximately $11.6 billion to agencies and education institutions throughout the Nation. OL also handled approximately 5,000 pieces of congressional correspondence and responded to about 12,500 telephone inquiries from Members' staffs.

CIVIL RIGHTS

The Office for Civil Rights (OCR) enforces four Federal statutes that prohibit discrimination in programs and activities receiving Federal financial assistance from the Department of Education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; discrimination on the basis of handicap is prohibited by Section 504 of the Rehabilitation Act of 1973; and age discrimination is prohibited by the Age Discrimination Act of 1975. In addition, OCR assists the Department in implementing the civil rights provisions of a number of education statutes, particularly the Education of the Handicapped Act, the Carl D. Perkins Vocational Education Act, and Title VII of the Education for Economic Security Act (Magnet Schools Assistance Program).

To ensure equal opportunity in all Department funded programs and activities, OCR investigated complaints and conducted compliance reviews. It also monitored the execution of plans to bring States, schools, colleges, and other recipients of Federal funds into compliance with the law and also provided technical assistance to encourage voluntary compliance.

Investigating and Resolving Complaints. Investigating and resolving complaints alleging discrimination are OCR's primary activities. During FY 1987, OCR received 1,976 complaints and closed 2,195 (some of which were received in previous years). As of 30 September 1987, 677 complaints were pending. Table 1 shows the number and type of complaints received by OCR in FY 1987.

TABLE 1—COMPLAINTS RECEIVED BY OCR IN FY 1987

Basis of Complaint	Number	Percent
Handicap	1,069	54
Race	284	14
Sex	95	5
National origin	87	4
Age	53	3
Multiple bases (e.g., race and sex)	251	13
Other	137	7
Total	**1,976**	**100**

Sixty-five percent of the complaints OCR received involved elementary and secondary schools; 26 percent involved postsecondary schools; 2 percent involved vocational rehabilitation agencies; and 7 percent involved other institutions. Seventy-seven percent alleged discrimination in the delivery of services, while most of the remainder alleged discrimination in employment.

During FY 1987, the Acting Assistant Secretary issued uniform management systems procedures for use in the regional offices to safeguard the integrity of regional records and to ensure the accuracy of case-related records.

Conducting Compliance Reviews. Compliance reviews allow OCR to examine in detail the compliance practices of selected institutions. During FY 1987, OCR initiated 240 compliance reviews and closed 278, some of which had been started in previous years. As of 30 September 1987, 83 compliance reviews were pending.

Sixty-one percent of the compliance reviews begun in FY 1987 involved elementary and secondary schools and covered issues such as discrimination in student placement and services, failure to provide free appropriate public education for handicapped students, and discrimination in vocational education programs and special purpose schools. Thirty-five percent

of the compliance reviews involved postsecondary education institutions and covered issues such as discrimination in admissions, vocational education, program accessibility, and student services. The remaining compliance reviews involved vocational rehabilitation.

Enforcement Actions. During FY 1987, approximately 24 cases were in active litigation. Sixteen of these cases were in the initial stages of litigation during FY 1986, and three new administrative enforcement cases were approved for enforcement and filed during FY 1987. At the appeal level, five cases were on appeal to the Civil Rights Reviewing Authority and three were on appeal to the Secretary of Education. Four cases were referred to the Department of Justice for enforcement.

Monitoring Remedial Plans. OCR closes many of its complaints and compliance reviews in cases where civil rights violations have been identified on the basis of a commitment by the State and/or institution to complete specific remedial actions. OCR ensures that agreements to complete such remedial actions are carried out. During FY 1987, OCR closed 248 complaints and 185 compliance reviews that required monitoring of remedial plans.

Between 1968 and 1981, OCR investigated the public higher education systems of 18 States that previously had operated racially dual systems of higher education. By the end of FY 1984, 4 of the 18 States (Alabama, Louisiana, Mississippi, and Ohio) had been referred to the Department of Justice for judicial enforcement. OCR accepted statewide higher education desegregation plans from the remaining 14 States.

During FY 1987, OCR released to the States and the public draft reports for comment summarizing the activities in 10 States (Arkansas, Delaware, Florida, Georgia, Missouri, North Carolina, Oklahoma, South Carolina, Virginia, and West Virginia) under higher education desegregation plans that expired in academic year 1985–86. Analyses of the comments received were conducted and, as appropriate, corrections were incorporated into final reports that were being prepared at the end of the fiscal year.

With regard to the remaining four States whose higher education desegregation plans were to expire after academic year 1985–86, OCR continued to monitor implementation of these plans (Kentucky, Maryland, Texas, and Pennsylvania) during FY 1987. On-site reviews were conducted in selected institutions in each State. OCR issued its evaluation of the implementation of the Maryland, Texas, and Pennsylvania plans during academic year 1985–86. A final report summarizing the activities of Kentucky is under review.

In addition, during FY 1987 OCR evaluated 63 State vocational education Methods of Administration programs for compliance with OCR's 1979 Vocational Education Guidelines. Thirty-four State programs were found to be in substantial compliance with their responsibilities. The remaining 29 State programs have been advised by OCR of the corrective actions necessary to resolve identified deficiencies.

Providing Technical Assistance. Technical assistance complements OCR's compliance activities by facilitating voluntary compliance. OCR's technical assistance program provides information and other services to inform citizens of their civil rights and to assist recipients in voluntarily complying with civil rights laws. Although technical assistance is provided during complaint investigations and compliance reviews, more frequently it is provided outside the context of compliance activities. In this regard, OCR staff responded to issue-specific requests through on-site consultations, training, workshops, and meetings. OCR also initiated outreach activities to State and local educational agencies, postsecondary education institutions, and program beneficiaries.

During FY 1987, OCR received 1,374 requests for technical assistance, initiated 364 outreach efforts, and conducted a total of 2,003 technical assistance activities. Approximately 11,500 recipients, beneficiary organizations, and individual beneficiaries were provided help through these activities. Most such activities addressed Section 504 concerns (e.g., program accessibility, provision of a free appropriate public education, provision of auxiliary aids and services, and reasonable accommodations). OCR also provided technical assistance regarding matters covered under Title VI and Title IX (e.g., sexual harassment, grievance procedures,

placement and services for students with limited English proficiency, vocational education Methods of Administration requirements, and employment).

During FY 1987, OCR continued its efforts to ensure implementation of a comprehensive and broad-based technical assistance program. These efforts included on-site visits to the regional offices to improve assistance programs and to train regional staff. In addition, OCR developed three half-hour videotapes depicting the regulatory requirements of Section 504. Copies of these videotapes were sent to each of the Department's regional offices for use by schools, parents, and other interested groups. OCR also developed and implemented a new reporting system to monitor assistance that is provided during complaint investigations and compliance reviews. The reporting system is designed to provide accurate, substantive, and timely information on OCR's case-related technical assistance activities.

In keeping with the Secretary's desire to increase the involvement of State and local officials in civil rights enforcement, OCR continued regional office development of memoranda of understanding with State education and human rights agencies. These memoranda provide for an exchange of each agency's investigative findings, proposed remedies, and technical assistance strategies and are aimed at avoiding duplication of effort. During FY 1987, OCR entered into 6 formal memoranda of understanding, bringing the total number of formal agreements in place to 57. An additional 27 informal agreements are in effect, and negotiations are under way for an additional 26.

Funding Eligibility for Magnet School Grants. The Magnet Schools Assistance Program, administered by the Office of Elementary and Secondary Education, awards grants to eligible local educational agencies to support the elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students; and courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students attending such schools. OCR reviews pertinent parts of each magnet school assistance application to determine whether certain eligibility requirements pertaining to civil rights compliance are satisfied. During FY 1987, 126 agencies submitted such applications, and OCR determined that 120 of these were eligible to receive funding.

BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) administers programs to assist students with limited proficiency in English. The Office's programs are administered primarily under the Bilingual Education Act, which authorizes three kinds of activities: bilingual programs, support services, and training grants. In all three activities, the goal is to provide Federal assistance for a limited time so that States and local schools can develop their capacity to provide for students when Federal assistance is reduced or no longer available. OBEMLA also administers programs for immigrant and refugee children.

During the past fiscal year, OBEMLA administered 16 bilingual education programs with an appropriation of $143 million. Approximately 927 competitive grants and 22 competitive contracts were awarded with Title VII funds; 241 new grants were awarded and 686 continuation awards were made.

Transitional bilingual education and special alternative instructional projects continued to be a priority during FY 1987. Grants awarded in this area provide educational services to students with limited English proficiency. These awards are made primarily to school districts and are designed to help students learn English and to meet grade promotion and graduation requirements.

Transitional bilingual education projects make provision for using the native language to the extent necessary for students to learn English. In FY 1987, 61 new transitional bilingual awards were made as well as 516 continuation grants. OBEMLA continued 34 alternative instruction programs and 12 such projects were granted new awards. Alternative instruction programs teach English by methods that do not necessarily use a non-English language.

The Department proposed important legislation regarding bilingual education that was pending action by the Congress at the end of FY 1987. The proposed legislation would remove an existing statutory provision that placed a four percent cap on funding programs other than those using transitional bilingual education.

OBEMLA also administers the Transition Program for Refugee Children and the Emergency Immigrant Education Program. These programs are authorized under the Refugee Act of 1980, as amended, and the Emergency Immigrant Education Act of 1984, respectively.

Both programs are formula grant programs for State educational agencies that in turn make subgrants to eligible school districts. They emphasize English language instruction. In FY 1987, 47 State educational agencies applied for funds under the Transition Program for Refugee Children, with a reported total of 80,215 eligible refugee children enrolled in elementary and secondary schools. Under the Emergency Immigrant Education Program 31 State educational agencies applied for funds, with a reported total of 428,688 eligible immigrant children enrolled.

THE INSPECTOR GENERAL

The Office of Inspector General (OIG) conducts and supervises audits and investigations of the Department's programs and operations. Other tasks include: providing leadership, coordination, and policy recommendations to promote economy, efficiency, and effectiveness in Department operations; preventing and detecting fraud and abuse; and reviewing proposed and existing legislation and regulations governing Department programs.

During FY 1987, OIG continued efforts to increase economy, efficiency, and effectiveness and to prevent waste, fraud, and abuse in Department programs and activities. These actions resulted in significant benefits to the Department. OIG carried out its mission during the fiscal year with an appropriation of $16.4 million.

Audit Activities. During FY 1987, OIG issued or processed 3,543 reports on the Department's operations, grantees, contractors, and other participants in Department of Education programs. The reports recommended disallowance of costs totaling $81 million, questioned additional costs of $108.8 million, and contained recommendations which, if implemented, could result in more efficient use of Federal funds.

In audit reports resolved during FY 1987, program managers sustained $96.8 million in costs questioned or recommended for disallowance and $14.5 million in recommendations for more efficient use of funds. Costs recovered on closed audits totaled $26.1 million.

Non-Federal Audit Activities. In addition to the work conducted by OIG staff, audits of the Department's programs are also performed by independent public accountants and State, institutional, and other non-Federal governmental auditors. OIG ensures that work performed by non-Federal auditors complies with the standards established by the Comptroller General. To accomplish this, OIG reviews each non-Federal audit report and, on a selected basis, conducts quality control reviews of the supporting audit work. OIG also works with recipient organizations to ensure that audit requirements are met and it works with officials to ensure timely resolution of audit findings.

During FY 1987, OIG staff performed 3,014 desk reviews and 167 quality control reviews on non-Federal audit reports covering student financial assistance programs at institutions of higher education. These reports included recommended cost disallowances of $1.8 million and questioned costs of $4.7 million. Of the 3,014 reports reviewed, 2,150 were issued without modification, 627 were issued with modification, and 237 were rejected because they did not meet Federal audit requirements.

OIG staff also processed 571 single audit reports during FY 1987. These single audit reports included recommended cost disallowances of $2 million and questioned costs of $102 million. For 80 of these reports, the Department was the cognizant agency; that is, the agency responsible for implementing the requirements of the Single Audit Act. Of the 80 reports, 64 were issued without modification, 12 were issued with modification, and 4 were rejected because they did not meet Federal audit requirements. The remaining 491 reports were for entities for which other Federal agencies were cognizant.

Also during FY 1987, OIG made six referrals of certified public accountants to professional societies such as the American Institute of Certified Public Accountants and/or State

regulatory bodies. These referrals were made for disciplinary action as a result of violations of generally accepted government auditing standards.

Investigative Activities. OIG investigates allegations of fraud and abuse relating to Department programs and operations. The investigative findings may result in criminal prosecutions at the Federal, State, or local level. They may also form the basis for administrative action by program officials or for civil action initiated by the Department to recover funds.

During FY 1987, OIG initiated 440 investigations and completed 332. Cases referred to U.S. attorneys totaled 212 and 118 were accepted for prosecution. OIG referrals during this period, combined with prior referrals, resulted in 98 indictments and 84 convictions in FY 1987.

OIG investigation activities during FY 1987 included cases involving student aid applicants who falsified applications for student financial assistance and school and lender officials who used their positions in the administration of student financial aid to divert Federal student assistance funds for their own use. In addition, during FY 1987, a civil judgment was handed down granting the government's motion for recovery of close to $22 million in guaranteed student loans and related interest costs from a large corporation.

Hotline. The OIG Hotline receives allegations of wrongdoing involving school officials, students, Department employees, and others. During FY 1987, the OIG Hotline received 115 allegations of fraud, waste, or abuse of Department funds, including 7 referred by the General Accounting Office. Of the 110 allegations closed during the period, 30 were substantiated and resulted in corrective action by the Department.

OIG Awareness Efforts. OIG seeks to heighten the awareness of Department program participants and fund recipients regarding their responsibilities to prevent fraud, waste, and abuse of Federal funds; and to report such improper activities when they occur. During FY 1987, this was accomplished by issuing the seventh in a continuing series of Inspector General Integrity Guides. The guide, entitled "Inspector General's Hotline," describes the Hotline's purpose and gives examples of complaints received by the Hotline. OIG also issued its third "Security Awareness Bulletin" and developed departmental guidance implementing the Office's statutory authority to grant cash awards to Department employees whose disclosures of fraud, waste, and mismanagement have resulted in cost savings to the Department.

Reviewing Proposed Legislation and Regulations. OIG is required to review existing or proposed legislation and regulations in order to determine their impact on the economy and efficiency of departmental programs and operations, as well as to detect and prevent fraud and abuse in these programs and operations. A review of documents during FY 1987 noted that amendments to the Higher Education Act of 1965 enacted in FY 1987 included provisions that would correct student aid program deficiencies noted in recent OIG audits. Primary among these are the imposition of tighter academic progress requirements on students receiving Federal student aid and provisions authorizing the establishment of a national student loan data base.

Student financial assistance regulations published in FY 1987 also contained improvements recommended by OIG. Among these are a provision making the conviction or guilty plea of a school's owner or chief executive officer in a crime involving use of Federal student aid funds automatic grounds for terminating the school's eligibility to participate in the Department's student aid programs.

APPENDIX A

ADVISORY COUNCILS, BOARDS AND COMMISSIONS

October 1, 1986–September 30, 1987

Advisory Councils and Committees

Advisory Council on Education Statistics

Federal Education Data Acquisition Council (abolished May 21, 1987)

Intergovernmental Advisory Council on Education

National Advisory Board on International Education Programs

National Advisory Committee on Accreditation and Institutional Eligibility

National Advisory and Coordinating Council on Bilingual Education

National Advisory Council on Adult Education

National Advisory Council on Continuing Education (abolished May 21, 1987)

National Advisory Council on Educational Research and Improvement (name changed October 17, 1986)

National Advisory Council on Indian Education

National Advisory Council on Women's Educational Programs

National Board of the Fund for the Improvement of Postsecondary Education

National Center for Research in Vocational Education Advisory Committee (abolished May 21, 1987)

National Council on Vocational Education

Boards and Commissions

Civil Rights Reviewing Authority

Commission on Presidential Scholars

Education Appeal Board

Exchange Visitor Waiver Review Board

Federal Interagency Committee on Education

Jacob K. Javits Fellows Program Fellowship Board (name changed June 3, 1987)

APPENDIX B

SECRETARY'S REGIONAL REPRESENTATIVES

Region I	Mr. Bayard D. Waring U.S. Department of Education John W. McCormick PO & Courthouse Room 526, Post Office Square Boston, MA 02109	FTS: COM: FAX:	8-223-9317 (617) 223-9317 8-223-9324
Region II	Dr. Lorraine Colville U.S. Department of Education 26 Federal Plaza, Room 36-120 New York, NY 10278	FTS: COM: FAX:	8-264-7005 (212) 264-7005 8-264-4427
Region III	Mr. Eugene (Sonny) Kane U.S. Department of Education 3535 Market Street, Room 16350 Philadelphia, PA 19104	FTS: COM: FAX:	8-596-1001 (215) 596-1001 8-596-1094
Region IV	Dr. James L. (Lee) McCormick U.S. Department of Education 101 Marietta Tower Building PO Box 1777 Atlanta, GA 30301	FTS: COM: FAX:	8-242-2502 (404) 331-2502 8-242-5382
Region V	Mrs. Rosemary R. Thomson U.S. Department of Education 401 South State Street Suite 700A Chicago, IL 60605	FTS: COM: FAX:	8-353-5215 (312) 353-5215 8-353-5147
Region VI	Mrs. Cynthia T. Canevaro U.S. Department of Education 1200 Main Tower Building Room 2125 Dallas, TX 75202	FTS: COM: FAX:	8-729-3626 (214) 767-3626 8-729-3634
Region VII	Miss Cynthia A. Harris U.S. Department of Education PO Box 901381 10220 N. Executive Hills Blvd. 9th Floor Kansas City, MO 64190-1381	FTS: COM: FAX:	8-816-891-7972 (816)-891-7972 8-816-374-5412

Region VIII	**Mr. Tom Tancredo** **U.S. Department of Education** **Federal Office Building** **1961 Stout Street, Room 380** **Denver, CO 80294**	**FTS:** **COM:** **FAX:**	**8-564-3544** **(303) 844-3544** **8-564-2524**
Region IX	**Dr. Eugene Gonzales** **U.S. Department of Education** **50 United Nations Plaza** **Room 205** **San Francisco, CA 94102**	**FTS:** **COM:** **FAX:**	**8-556-4920** **(415) 556-4920** **8-556-7242**
Region X	**Mr. George Hood** **U.S. Department of Education** **Office of the SRR** **2901 Third Avenue, Room 100** **Seattle, WA 98121-1042**	**FTS:** **COM:** **FAX:**	**8-399-0460** **(206) 422-0460** **8-399-1232**

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